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ABSTRACT

This compilation is a catalog of compensatory education programs being conducted in New York State schools with State, Federal, and local funds. The programs listed are categorized under the following headings: General Programs; Programs for Teachers of the Disadvantaged; Programs for Disadvantaged Children and Youth; and, Programs for Disadvantaged Adults. Within each category, the listings are arranged according to funding sources: Federal funded programs, State funded programs, and multiple funded programs--the last-named receiving funds from a combination of sources, either Federal and State, or Federal and local, or State and local, or all three. Each item listed carries a short description encompassing the objectives, focus, and services provided, together with a source for further details if needed. Participating school districts are listed separately, arranged according to activities in: experimental prekindergarten programs (demonstration centers and prekindergarten programs), Project ABLE, Project REENTRY, Project STEP, adult basic education, basic education for welfare recipients, and urban education programs. (RJ)

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION
DEPARTMENT / OFFICE OF TITLE I, ESEA / ALBANY, NEW YORK 12224

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REACHING THE DISADVANTAGED

PROGRAMS FOR PROGRESS

ED038486

Programs

for

Progress

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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. . . A message from your State Education Department

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FOREWORD

New York State has a long-established precedent of funding programs for disadvantaged children which antedates the entry of the Federal Government into the area of compensatory education. Since the enactment of Federal legislation such as the Elementary and Secondary Education Act, New York State has kept pace in maintaining a comparable fiscal effort and in the expansion of programs for the disadvantaged.

Compensatory education programs in New York State have been initiated to meet special needs in the education of disadvantaged children and to stimulate local school districts to revamp their educational practices to the benefit of all children. State fiscal assistance is concentrated in critical areas with emphasis on local effort to sustain worthwhile programs which have become established.

In 1966, the Center on Innovation in the Department initiated the publication, Programs for Progress, cataloguing the compensatory education programs being conducted in New York State schools with both State and Federal funds. The Center issued the publication again in 1967. The project was transferred to the Title I, ESEA Office in 1968, and responsibility for its issuance continues with this office.

As an additional method of reference, the Table of Contents and an Appendix list the described programs under the following categories, according to the source of funding. Federally Funded Programs, State Funded Programs, and Multiple Funded Programs. Those programs listed as Federally Funded and State Funded have a single source of funding, as indicated by the category. Multiple Funded Programs receive funds from a combination of sources; Federal and State, Federal and local, State and local, or all three.

Information about the various programs described in the publication was given by the units concerned with administering the programs. The preparation and editing of the booklet was carried out by Donald White of the Title I, ESEA Office, under the supervision of John House, now of the Urban Education Office, under the direction of Irving Ratchick, Assistant Commissioner of Education.

HERBERT F. JOHNSON

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NEW YORK

AND THE DISADVANTAGED

The primary goal of the State Education Department is to make education as accessible as possible to each citizen of New York, enabling each individual to develop his full potential in American society.

Historically, the Department has interpreted this as a mandate for establishing community programs which reach the citizen unable to participate satisfactorily in the ordinary school routine. Projects for physically handicapped students are well-established illustrations of the Department's concern. In programs for blind students, for example, the Department has developed special techniques and materials permitting the student to overcome the disadvantage of sightlessness so he may study to the extent of his desire and develop his capacities as a productive citizen.

Even such a well-known and by now familiar educational program as the centralized school can be described as a successful attempt to devise a community solution to a problem of the disadvantaged. For what the centralized school does is pool the resources of several districts, providing students with the comprehensive educational experience that could not exist in a smaller, single unit.

Today, American society has become sensitive to the fact that economic deprivation and social discrimination are as severe a handicap to the citizen as any physical disability or inadequate school facility. For many people poverty and custom still restrict the opportunities for the successful life which their talents deserve. As a precept, the State Education Department assumes a person, disadvantaged by his economic and social circumstances, deserves compassionate help to reorient him to the productive community.

This booklet illustrates the scope and variety of the Department's current response to such conditions and its efforts to help the citizen of New York State remedy educational disadvantagement. Its principle of organization is the total educational process. Thus, the programs describe the teacher learning about students and their environment, the child learning basic skills and relationships with his environment, the youth learning how best to achieve his academic

or vocational goals, and the adult student learning how to continue his self-development.

Certainly, a most significant characteristic of the whole process is the high degree of local participation in the planning and execution of all programs. This sense of total involvement is further demonstrated by the dynamic quality of the general effort described, which includes completed, current, and experimental programs in education.

GENERAL PROGRAMS

TITLE I - ESEA
EDUCATION OF THE DISADVANTAGED

The scope of the State Education Department's program for disadvantaged students is broadened even further by the Elementary and Secondary Education Act of 1965. Title I, the major part of the Act, provides financial support to local educational agencies for the education of children of low income families. Section 201 of Title I, Declaration of Policy, states its purpose:

> ... In recognition of the special education needs of children of low income families and the impact that concentrations of low income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this Title) to local educational agencies serving areas with concentrations of children from low income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

The responsibility for administering Title I in New York State rests with the State Education Department. New York State was allocated $113 million for fiscal year 1969. The Title I office in the Department received 872 project applications from 677 school districts. These projects represent a potential expenditure of funds in prekindergarten programs, curriculum innovations, pupil enrichment programs, increases in pupil personnel services and other school staff, remedial services, inservice teacher training, afterschool study centers, and summer programs. Title I, ESEA expenditures offer New York the opportunity to extend the State's present efforts in providing education for disadvantaged students and developing additional methods to compensate for disadvantage in public and nonpublic schools.

For more information, contact:

Coordinator
Title I, Elementary and Secondary Education Act of 1965
State Education Department, Albany 12224

P.L. 89-313, AMENDMENT TO TITLE I, ESEA
INSTITUTIONALIZED HANDICAPPED CHILDREN

Public Law 89-313 provides financial assistance to state-supported or state-operated institutions for the education of handicapped children. The Division for Handicapped Children is the prime administrative agent of the New York State Education Department in processing and approving funding of P.L. 89-313 projects. Projects are received and processed through a unit of this Division. Funding is available for approved instructional programs, services, and equipment for mentally retarded, seriously emotionally disturbed, hard-of-hearing, deaf, speech impaired, visually handicapped, crippled, or other health impaired children.

The State of New York received a total allocation of $3,806,672 for fiscal year 1969.

For more information, contact:

Zelda Kaye
Supervisor in the Education of the Handicapped
Division for Handicapped Children
State Education Department, Albany 12224

P.L. 89-750, AMENDMENT TO TITLE I, ESEA
INSTITUTIONALIZED NEGLECTED AND DELINQUENT CHILDREN

In response to the need to improve educational opportunities for children living in institutions for the neglected and delinquent, the Congress, in November 1966, amended Title I of the Elementary and Secondary Education Act of 1965 to provide funds for educational services for these children under P.L. 89-750. In New York State, programs are operated by those institutions for neglected and delinquent children which are under the jurisdiction of state agencies and which provide free public education. During fiscal year 1969, the State of New York received an allocation of $1,221,635 for the funding of such approved projects. These funds enable the institutions to enhance their programs and services to meet special educational needs.

For more information, contact:

Coordinator
Title I, Elementary and Secondary Education Act of 1965
State Education Department, Albany 12224

MIGRANT EDUCATION

Each year thousands of migratory agricultural workers come to New York State to assist in planting, cultivating, and harvesting crops. Many also come to assist in food processing and related industries. The children of migratory farm workers are frequently disadvantaged educationally. Their nomadic life has made school attendance difficult. They are in need of special attention.

Since 1956 New York State has been working with local school districts to provide these youngsters with summer school opportunities. The Federal Government became a partner in this effort in 1965. Federal funds have made possible a rapid expansion of the compensatory education program offered migrant children. Local districts are urged to increase their services to these youngsters. The New York State Education Department has created the Bureau of Migrant Education to assist districts in this program.

It is now possible for districts to submit projects for regular school year programs as well as summer school programs.

Funding:

Migrant Amendment to Title I of the Elementary and Secondary Education Act of 1965. State Aid for Migrant Summer Schools.

For information on Migrant Education, contact:

John O. Dunn
Chief, Bureau of Migrant Education
State Education Department, Albany 12224

TITLE II - ESEA
SCHOOL LIBRARIES

Title II of the Elementary and Secondary Education Act of 1965 recognizes that teaching programs are increasingly dependent upon effective school library resources and services. The need for varied sources of content in addition to or even in place of the traditional textbook is now recognized as sound educational practice. Title II provides that school library resources be made readily available on an equitable basis for the use of children and teachers in all schools, public and private, which provide elementary and secondary education, as determined under State law. Funds made available under this title must be used to supplement and, to the extent practical, increase the level of State, local, and private school funds for resources, but in no case may they be used to supplant such funds.

For fiscal year 1969, Title II established a three-part program; Basic Grant, Special Purpose Grant, and Special Purpose Incentive Grant. Basic Grant allocations were made to selected school districts on the basis of critical educational needs related to economic and educational deprivation. The competitive Special Purpose Grants were awarded for demonstration and innovative library programs with special emphasis on collections and services designed to meet a critical educational need. The Incentive Grant was designed to provide the stimulus for the establishment of school libraries in public elementary schools presently without such facilities.

The New York State authorization for fiscal year 1969 was approximately $4.1 million. All printed and published library resources are eligible for funding under Title II in New York State, including books, periodicals, other printed materials and audiovisual materials. School library resources acquired with Title II funds may well be utilized in conjunction with funds from Title I for special educational programs for the disadvantaged.

Participating School Districts:

Over 200 school districts participated in the Title II Basic Grant program, and 68 school districts received Special Purpose Grants.

For further information and copies of the Title II guidelines, contact:

Lore Howard
Chief, Bureau of School Libraries
Coordinator, Title II of the Elementary and Secondary Education Act of 1965
State Education Department, Albany 12224

TITLE III - ESEA
CENTER FOR PLANNING AND INNOVATION

The Center for Planning and Innovation is charged with the mission of facilitating an upgrading of the organizational change capacity of New York State elementary and secondary education. The Center is working with the elementary and secondary units of the State Education Department in planning, implementing, and coordinating innovations crucially needed to bring about more relevant education.

Efforts are being made at the Elementary and Secondary units of the State Education Department, the Regional Centers, and the Center for Planning and Innovation to develop and coordinate planning in relation to operational activities and to increase the effectiveness of personnel.

The Center assists in the determination of critical education needs, the assignment of priorities for solution, and the development of programs to solve the problems through the means of Title III of the Elementary and Secondary Education Act of 1965.

Title III, which is administered by the Center, provides grants to enable school districts to develop imaginative solutions to priority educational problems; to demonstrate worthwhile innovations in educational practice through exemplary programs; to utilize more effectively research findings; to supplement existing programs and facilities; and to create, design, and make intelligent use of supplementary centers and services.

Liaison is maintained with individuals and research centers throughout the nation concerned with the study of the process of change in education.

For further information, contact:
Norman D. Kurland
Director
Center for Planning and Innovation
State Education Department, Albany 12224

TITLE VI-A - ESEA
HANDICAPPED CHILDREN

The concern for the handicapped children of our nation has been demonstrated in the 1966 amendment of the Elementary and Secondary Education Act to include Title VI-A. This legislation authorizes grants to the states for the initiation, expansion, and improvement of programs and services for the education of handicapped children at the preschool, elementary and secondary levels. Local public educational agencies, including Boards of Cooperative Educational Services, are eligible to submit projects under this Title. Funding is available for approved instructional programs, services, and equipment for mentally retarded, hard-of-hearing, deaf, seriously emotionally disturbed, visually impaired, speech impaired, crippled, or other health impaired children. Handicapped children in private, elementary and secondary schools are eligible to benefit from Title VI-A programs and services. Development funding is also available under Title VI-A for the New York State network of Special Education Instructional Materials Centers.

The New York State Title VI-A allocation for fiscal year 1969 was $2,331,331. A unit of the Division for Handicapped Children receives and processes projects.

For more information, contact:
Zelda Kaye
Supervisor, Title VI-A, ESEA
Division for Handicapped Children
State Education Department, Albany 12224

TITLE VII - ESEA
BILINGUAL EDUCATION

The general purpose of bilingual education is to provide the use of two languages, one of which must be English, as media of instruction for the same student population in a well-organized program which encompasses part or all of the curriculum.

The target group should be from a high concentration (substantial number) of children, ages 3-18, of limited English-speaking ability from families with incomes below $3,000 or from families receiving payments through a program of aid to families with dependent children under a State plan program approved under Title IV of the Social Security Act.

Although the major focus of Title VII must be located in geographical areas of greatest need and primarily to benefit children whose home language or mother tongue is other than English in places where English is the exclusive or dominant language of the schools, the following groups are eligible to participate provided they do not form a major segment of the target group:

1. Children from other than low income families;
2. Children from environments where the dominant language is English;
3. Nonpublic school children;
4. Children enrolled part time;
5. Adults.

Participating School Districts:
The Bilingual School -- P.S. 25, Bronx, New York; Two Bridges Model School District, Manhattan, New York; and Rochester City School District, Rochester, New York.

Funding:
Title VII, ESEA, as amended in 1967 -- The Bilingual Education Act.

For further information, contact:
Carlos V. Perez
Supervisor
Bilingual Education Unit
State Education Department, Albany 12224

TITLE VIII - ESEA
DROPOUT PREVENTION PROGRAM

The New York State Education Department serves in an advisory role to the U. S. Office of Education in implementing the Federal Dropout Prevention Program. Projects developed by local school districts are submitted simultaneously to the U. S. Commissioner of Education and to the New York State Commissioner of Education. Only programs approved by the New York State Education Department can be approved by the U. S. Office of Education. Upon approval, the New York State Education Department provides assistance to the local school districts in the development of the program. However, local school officials are directly responsible to the U. S. Office of Education for the fiscal and program management of their projects.

Participating School District:

For the year 1969-70, one program was approved in New York State. The successful district was the Chautauqua County Board of Cooperative Educational Services.

Funding:

Title VIII, ESEA

For further information contact:

James W. Moore
Chief, Bureau of Guidance
State Education Department, Albany 12224

IMPLEMENTATION OF THE CIVIL RIGHTS ACT

Under the Equal Educational Opportunities Program, the United States Office of Education of the Department of Health, Education and Welfare provides financial assistance to the New York State Education Department to continue a statewide plan for the implementation of Title IV of the Civil Rights Act of 1964. Priority program objectives for 1969 are as follows:

1. Provide technical assistance to school districts with unresolved school segregation problems identified in the annual racial census;

2. Provide technical assistance and consultative services to school districts on special educational problems occasioned by or incident to school desegregation;

3. Provide consultant services to school districts where intergroup crises are currently extant;

4. Develop guidelines and criteria for organizing school and classroom for better instruction in desegregated situations;

5. Provide technical assistance to school officials in the development of school desegregation plans;

6. Work with appropriate State Education Department personnel administering federally-funded programs to ensure that programs are consistent with State policy on racial desegregation. The review of Title I, ESEA, proposals is one example.

For information concerning this grant, contact:
Wilbur R. Nordos
Administrator
Division of Intercultural Relations
State Education Department, Albany 12224

TITLE I - HEA
COMMUNITY SERVICE PROGRAMS

Community Service Programs sponsored by colleges and universities in New York State are designed to help resolve pressing urban and suburban problems. Projects are funded under the provisions of Title I of the Higher Education Act of 1965 and should contribute to the increased effectiveness of continuing higher education programs in colleges and universities. This program is aimed entirely at adults. Priority is being given to programs aimed at improving human relations. In particular, special attention is being given to enhance the participation of individuals in social, governmental, and other institutions having specific and continuing impact on the solving of problems in the area of poverty and/or race.

All programs should be interinstitutional and/or inter-agency, comprehensively planned and of multiple funding.

Also, programs must have impact as demonstration projects in addition to their benefit to the participants.

Funding:

Under the provisions of Title I of the Higher Education Act of 1965, there is a matching requirement for grants of 33 1/3 percent local to 66 2/3 percent Federal.

For information on Title I, H.E.A., contact:

Frank E. Hobson, Jr.
Chief, Bureau of Special College Programs and
Acting State Administrator, Title I, H.E.A. 1965
State Education Department, Albany 12224

PUBLIC LIBRARIES AND THE DISADVANTAGED

Since 1964, Federal funds have been available to public library systems for special projects to promote increased contact by the public libraries with the disadvantaged. Two conferences sponsored by the Division of Library Development have been held at Arden House (1964),and West Point (1966). These conferences have served to acquaint library directors with the basic problems encountered in working with the disadvantaged and have pointed out to many units of the State Education Department and a number of other agencies combatting poverty the need and desirability of cooperating to accomplish our goals.

Library systems are encouraged to apply for grants to provide resources for initiating demonstration programs to prove the value of public library services and programs designed to reach the disadvantaged and those who are not now users of the public library. Cooperation with other projects for the disadvantaged is urged.

Some examples of programs already in existence include: programs for preschool children, with concurrent book and film programs for their parents; special consultant or liaison persons to encourage better use of library services in the community; extended use of bookmobiles; and strengthening library resources, staff, and services to assure effective interaction with disadvantaged individuals and groups and with agencies working with the disadvantaged.

Publications on these various projects are available, including a study of those in the New York City area by the Bank Street College of Education. A report is being prepared for publication during the fall of 1969 on the upstate projects for the disadvantaged.

Participating Library Systems:

Brooklyn	New York	Queens
Buffalo and Erie	Onondaga (Syracuse)	Pioneer

Funding:

The Library Services and Construction Act, Title I

For further information on these projects, contact:

Jean L. Connor
Director
Division of Library Development
State Education Department, Albany 12224

INTERCULTURAL RELATIONS IN EDUCATION

The Division of Intercultural Relations in Education performs several functions: 1) it administers Section 313 of the Education Law, The Education Practices Act, which prohibits discrimination in admission to all colleges and universities; 2) it gives technical and financial assistance to school districts to help them initiate and carry out district and school reorganizations to accomplish the desegregation of schools and classrooms; 3) it develops programs to improve the quality of integrated education.

The Division investigates to determine whether there is discrimination in a college admissions program, provides advisory and consultative services to local school officials on problems dealing with intergroup relations, and conducts surveys and studies to determine the extent to which equal educational opportunities are available to children and young adults of different racial and cultural backgrounds throughout the State.

It suggests courses of action which will assist the schools in developing sound educational programs which will provide equal educational opportunity. The Division provides consultative services and limited financial support to the development of inservice training institutes for teachers and guidance officers, workshops for school administrators, and work conferences for boards of education. It further promotes good intercultural relations by recommending teaching materials and methods and suggesting appropriate practices which may be followed in the schools.

The Division cooperates with both public and private agencies in programs concerned with the improvement of intergroup relations.

For information concerning this Division, contact:
Wilbur R. Nordos
Administrator
Division of Intercultural Relations
State Education Department, Albany 12224

EXPERIMENTAL PROGRAMS FOR CORRECTING RACIAL IMBALANCE

For the school year 1969-70, the New York State Legislature appropriated the sum of $3,000,000 to be used for "Experimental Programs for Correcting Racial Imbalance in the Public Schools."

Grants will be made to qualifying districts which apply for assistance in meeting the additional costs incurred in projects which are related to the correction of racial imbalance and improvement of the quality of education in desegregated schools.

These grants are for one year only and are limited to programs involving public school children only. The percentage of the additional costs of the program reimbursed by the State is the district's normal aid ratio, but not less than 50 percent.

Funding:
State Funds

For information concerning these grants, contact:
George J. Harrison
Project Coordinator
Division of Intercultural Relations
State Education Department, Albany 12224

STATE AID FOR EXPERIMENTAL PROGRAMS

In 1958, New York State established a program of financial assistance to local school districts for the encouragement of experimentation in education. The original legislation provided that assistance be given to local school districts undertaking experimentation "for the purpose of improving the quality of education in science and mathematics and for the purpose of providing special educational services and facilities for pupils of greater than average ability." As the resulting program developed, however, additional provisions were made for experimentation in other areas of education.

Financial assistance is now available for experimental programs in science, mathematics, English, foreign languages, the education of the gifted, and the education of the disadvantaged. Other areas may also be included at the discretion of the Commissioner of Education.

The primary purpose of the program is experimentation, within a tight research design and theoretical framework, to test unproven approaches which may lead to the improvement of instruction.

Proposals may be submitted by local school districts, Boards of Cooperative Educational Services, and county vocational education and extension boards. The State Education Department may also develop projects in areas of needed research and encourage interested school districts to participate.

Projects may involve one or more school districts. Financial assistance is granted according to State-aid ratios based on the cost of the project in excess of normal school expenditures. All projects are guaranteed a minimum of 50 percent of excess costs.

An example of the experimental projects currently operating under the program of State Aid for Experimental Programs is the Prekindergarten Program, found on page 31.

For further information, contact:
Robert P. O'Reilly
Chief, Bureau of School and Cultural Research
State Education Department, Albany 12224

URBAN EDUCATION PROGRAM

During the 1968 session, the New York State Legislature enacted legislation providing for an Urban Education Program to encourage constructive action in improving urban school systems. Thirty-two city school districts will share $52 million during the 1969-70 school year.

Three factors were used to select the participating school districts: low student scores on statewide reading achievement tests, the number of participants in the Aid for Dependent Children Program, and school attendance figures.

Two types of programs are being promoted: community education centers and quality incentive projects. Centers will be established in disadvantaged areas to help meet the employment, health, counseling, and education, and other expressed needs of all age groups. The centers will coordinate referrals to existing community services and will offer programs of their own.

Quality incentive projects must be primarily educational and should focus on the disadvantaged in target areas of high concentration of poverty. Priority is being given to projects whose activities will serve students of elementary and secondary school age. Summer projects which provide educational activities will also receive priority.

Programs and services provided through the Urban Education Program will be coordinated with many other local, State, and Federal operations to promote integration, community participation, multiprogram areas in poverty districts, realism and flexibility in program offerings, and expansion of existing programs for the disadvantaged.

Participating School Districts:

The 32 school districts participating in the program are listed on page 50.

Funding:

New York State Education Department

For further information, contact:

Director
Office of Urban Education
State Education Department, Albany 12224

VOCATIONAL REHABILITATION

Since 1921 the State Education Department has provided guidance and assistance for disabled persons who may have difficulty in selecting, preparing for, or obtaining employment which will offer opportunity for optimal realization of personal interests and capabilities and which can be satisfactorily performed despite a continuing mental or physical impairment.

Individualized plans are developed to eliminate or reduce the handicapping effect of disability by providing, to the extent needed, one or more of the following services: medical and vocational diagnosis; individual counseling and guidance; medical, surgical, psychiatric, or hospital treatment; aids such as limbs, braces, hearing aids, etc.; graduated work therapy , occupational therapy, or muscle reeducation; training for a job -- inschool, on-the-job, or by tutor or correspondence; financial assistance, where necessary, with costs of maintenance, tools, books, transportation, etc.; and placement assistance in finding and adjusting to a suitable job.

Eligibility is based on a determination of the need for rehabilitation service and the expectation that such services will result in an appropriate occupational adjustment. A handicapped person -- or an individual or agency acting in his behalf -- may apply by personal visit, phone call, or letter to the nearest local Vocational Rehabilitation Office. Offices are located in principal cities across the State.

In addition to providing or arranging for services to individuals, the Office encourages the development and improvement of the services which community agencies may offer to the handicapped. The Office administers some funds for project grants or limited grants-in-aid to other public or nonprofit rehabilitation agencies.

Funding:

The program is funded jointly by State and Federal appropriations. The legislative basis is Article 21 of the State Education Law and the Vocational Rehabilitation Act administered through the United States Department of Health, Education, and Welfare.

For further information, contact:

Nearest local office
or
John Cummings
Director
Office of Vocational Rehabilitation
162 Washington Avenue
Albany 12210

FOR TEACHERS

OF THE

DISADVANTAGED

INSERVICE COURSES FOR TEACHERS

During the 1968-69 school year, the primary emphasis of the inservice courses and institutes sponsored by the Center for International Programs and Comparative Studies has been on African civilization, history and culture.

In the fall of 1968, the Utica Public Schools conducted an eight-session inservice course on African civilization for 27 teachers and administrators.

The Clarence Central School District conducted an inservice course on African history and culture for 22 participants in the spring of 1969.

An inservice course on the African heritage of black Americans was offered to approximately 55 teachers in the Greenburgh Central School District in the spring of 1969.

The Frankfort-Schuyler Central School District offered an inservice course on African culture to approximately 20 teachers in the spring of 1969.

In cooperation with the United Federation of Teachers, which shares funding, and the Association of Teachers of Social Studies in the City of New York, an inservice course on the African heritage of American Negroes was offered in the New York City public school system in the spring of 1969.

An experimental institute on African Art and Music was held in West Africa in the summer of 1969 under the direction of Professor Nicholas England of Columbia University. Approximately 18 teachers of art and music in New York State, who had spent a previous summer studying under Dr. England, spent 6 weeks in Africa as a field study follow-up of previous training.

Also, within the New York City school system, an Educational Materials Project has been instituted to develop primary source readings for secondary teachers in sub-Saharan African cultures. The readings include source materials and social structure, value systems, literature, poetry, and political and social problems.

Funding:
State Purpose Funds

For more information, contact:
Norman Abramowitz
Associate
Center for International Programs and Comparative Studies
State Education Department, Albany 12224

COLLEGIATE SUMMER INSTITUTES FOR TEACHERS

Two summer institutes on Black Studies and Puerto Rican Studies and one on Black Studies, at Cornell University, Syracuse University, and Columbia University, respectively, are being conducted for 225 teachers and administrators in 1969.

The purpose of the Institues is to enable teachers and administrators to develop further insight into and affinity with two major cultural minority groups in American life so that future programs in the various school districts within New York State wil' reflect the greater sophistication hopefully acquired through 2 to 4 weeks of concentrated study. Teams of teachers and administrators from rural, suburban, and urban school systems will be represented.

Funding:
P.L. 89-329, as amended, Title V, Part D, and State Purpose Funds

For more information, contact:
Norman Abramowitz
Associate
Center for International Programs and Comparative Studies
State Education Department, Albany 12224

ELEMENTARY CURRICULUM MATERIALS

The Bureau of Elementary Curriculum Development, which is one of the three major components of the Curriculum Development Center, has as one of its many functions the preparation of curriculum materials for teachers of kindergarten through grade six. These materials are in use in over 4000 elementary schools throughout the State and are requested by schools throughout the nation.

Working in cooperation with other subject and special area bureaus, a number of projects which will have meaning for disadvantaged youngsters are in various stages of development. In the subject area of mathematics, Suggestions for Teaching Mathematics to Low Achievers in Grades 3-6 is being evaluated this summer in selected urban areas for the purpose of revision and release to the schools during the next school year. Health materials concerned with dental health and sensory perception are also in a limited evaluation process. Other projects center upon urban science, rural disadvantage, and the social sciences.

Other activities include evaluation of ESEA Title I projects, consultant services to schools having need to develop a project for the disadvantaged, and participation in workshops and professional meetings.

Funding:
Title I, ESEA
New York State Education Department

For further information, contact:
Robert H. Johnstone
Chief, Bureau of Elementary Curriculum Development
State Education Department, Albany, 12224

SECONDARY CURRICULUM MATERIALS

The Bureau of Secondary Curriculum Development has as its main function the preparation of curriculum materials for teachers in grades 7-12. One of the programs that has relevancy and significance for the disadvantaged is Consumer Education, Materials for an Elective Course. It is estimated that more than one-third of the high schools of the State are now offering this material either as a recommended elective for grade 12 pupils or incorporated into courses in business education, home economics, and social studies. A companion guide, published this year, Consumer Education: Using the Full Team, explains the values of team teaching and indicates practical ways in which this interdisciplinary approach may be achieved.

Vocational curriculum, always uniquely involved in the providing of program material to assist the disadvantaged acquire marketable training, is presently developing into more pertinent programs to meet the occupational needs of today's youth.

New curriculum projects in the health science area also have relevance to the education of the disadvantaged. These new materials are concerned with physical health; mental health; sociological health problems, including abuse of alcohol, drugs, and tobacco; environmental health; and education for survival.

Materials are being developed in the area of citizenship education comparable to those produced for consumer eduation. Emphasis will be placed on problems of practical government, involvement of students, and development of respect for law and order.

In addition to the development of materials for teachers, this Bureau reviews curriculum guides developed by local school systems that relate to the education of disadvantaged secondary school students. It also participates in the evaluation of curriculum-related Title I proposals. To the extent possible, consultant service is provided to local school systems who request aid in planning programs for the disadvantaged.

Funding:
Title I, ESEA
New York State Education Department

For information, contact:
Gordon Van Hooft
Chief, Bureau of Secondary Curriculum Development
State Education Department, Albany 12224

INSTRUCTIONAL MATERIALS PRODUCTION CENTER FOR TEACHERS OF THE DISADVANTAGED

In 1966, the State Education Department developed a prototype instructional materials production facility to provide extensive materials production services to teachers of the disadvantaged. This exemplary Graphics Center was operated in Watertown from October 1966 to June 1968.

In its 2 years of operation under federal funding in Watertown, the Center produced over 5,000 overhead transparencies, 1,000 color slides and photos, and a variety of other graphic materials. Operated by a full-time director and part-time student help, it served over 6,000 students and 400 teachers in 13 of the city's 17 schools. The program, presently under total local funding, also includes inservice training for teachers using the materials produced.

Funding:

This project, which is still funded under Title I, ESEA, and matching local funds, was moved to Auburn in September 1968, and services Cayuga County under the direction of the Educational Communications Center of the Board of Cooperative Educational Services. The facility will operate in Auburn until June 1970, when Federal support will be reallocated.

For information concerning this project, contact:

George L. Blanco
Associate in Educational Communications
State Education Department, Albany 12224

EDUCATION PROFESSIONS DEVELOPMENT ACT, PART B2

Part B2 of the Education Professions Development Act is designed to attract and qualify teachers to meet critical shortages. Local agencies are encouraged and aided in the mobilization of persons in the community who have a baccalaureate degree and are employed in a field other than teaching or are currently unemployed, and in providing them through short-term intensive training programs and subsequent inservice training with the qualifications necessary for a career in teaching. In addition, the services of teacher aides are obtained and after appropriate training are used to help increase the effectiveness of classroom teachers.

It is expected that the operation of programs will involve a high degree of cooperation among institutions of higher learning, local education agencies, and immediately concerned community groups. Priority is given to programs serving areas with large numbers of disadvantaged children.

Funding:
The Education Professions Development Act, Part B2

For more information, contact:
Vincent C. Gazzetta
Director
Division of Teacher Education and Certification
State Education Department
800 North Pearl Street
Albany 12204

TEACHERS RESERVE

The Teachers Reserve constitutes a major effort by the New York State Education Department to find solutions for the teacher shortage problem. It encourages and aids persons who are otherwise unqualified for teaching to gain the necessary certification or to take auxiliary positions in the classrooms. Eligible persons include former certified teachers, those with baccalaureate degree lacking education credits, those with partial college work and those high school graduates interested in entering the field of education.

To accomplish the desired objectives, Teachers Reserve is compiling an extensive listing of interested persons and has initiated several programs at institutions of higher learning in New York State to prepare such persons for a teaching career. It is intended to provide the facilities and programs needed by particular applicants at conveniently located educational institutions.

Funding:
New York State Education Department

For more information, contact:
Vincent C. Gazzetta
Director
Division of Teacher Education and Certification
State Education Department
800 North Pearl Street
Albany 12204

URBAN TEACHER CORPS

The New York State Urban Teacher Corps was established in 1968 to aid and develop new programs to recruit and train teachers and auxiliary personnel for service with disadvantaged children in urban areas. By the end of the 1968 calendar year, over 600 people were enrolled on a part- or full-time basis in programs sponsored by the Urban Teacher Corps.

Illustrative of the types of activities funded by the Urban Teacher Corps are the following:

a) a program in conjunction with the New York City Board of Education and the City College of New York which helps underemployed minority group college graduates prepare for educational responsibilities and acquire teaching credentials;

b) an on-the-job inservice support program for beginning teachers in the inner city schools of Buffalo. The program utilizes the combined resources of the Buffalo school system and the State University College at Buffalo;

c) a program in conjunction with the New York City Board of Education and Long Island University designed to aid educationally qualified participants from non-English speaking backgrounds to gain a greater mastery of English and allow them to pass the English language section of the licensing examination administered to candidates for teaching positions in New York City.

Other Urban Teacher Corps programs were conducted in New York City, Rochester, Syracuse, Elmira, Mount Vernon, and Albany with the cooperation of State University College at Brockport, State University of New York at Albany, New York University, and Syracuse University.

Funding:
State Urban Education Act

For more information, contact:
Vincent C. Gazzetta
Director
Division of Teacher Education and Certification
State Education Department
800 North Pearl Street
Albany 12204

FOR

DISADVANTAGED

CHILDREN

AND

YOUTH

PREKINDERGARTEN PROGRAM

The majority of Head Start and Title I preschool programs in New York State have been operated in the summer, but the number of year-round child development centers is increasing. The appropriation for the New York State Experimental Prekindergarten Program is used for year-round programs only. The purpose of these programs is to help prevent failure and the need for remedial work in later years. Since parents are indispensable to the educative process, their involvement is considered vital.

Because young disadvantaged children are especially vulnerable and in need of skilled guidance and education, every effort is made to assure high standards. Appropriate experiences are provided which will foster the intellectual development of the child as well as increase his understanding of the world in which he lives and his ability to cope with it successfully. Health and nutritional needs receive paramount attention. Among other services, a full medical evaluation, and an enriched snack and breakfast or lunch are available.

The Bureau of Child Development and Parent Education reviews applications for these projects, makes recommendations, and offers consultant help to schools in planning and carrying out the programs for children and their parents. Staff members visit the schools, observe the classrooms, confer with school faculty, and provide assistance in planning inservice education for teachers and aides.

Recognizing that such programs are of little lasting value without careful and constant follow-through, the Bureau offers consultant help in the continuous articulation of the prekindergarten, kindergarten, and primary grades programs, so that early gains may not be lost.

Participating School Districts:
The 48 participating school districts may be found on page 49.

Funding:
Office of Economic Opportunity, Title I, ESEA; New York State Education Department Experimental Prekindergarten Program

For more information, contact:
Dorotha M. Conklin
Chief, Bureau of Child Development and Parent Education
State Education Department, Albany 12224

PROJECT ABLE

Project ABLE is an expanding demonstration program of compensatory education for disadvantaged students from kindergarten to grade 12. The State Education Department provides funds and assistance over a 5-year period, after which the programs become locally supported.

Project ABLE basic goals are:

1. Intensive instructional and expanded cultural activities for pupils;

2. Inservice training for school personnel to acquaint them with the needs, characteristics, and potentials of culturally deprived children;

3. Strengthened pupil personnel services for both pupils and parents.

While there is no typical program, the various districts work toward ABLE's objectives by organizing remedial classes in reading, arithmetic, and other academic areas; by discussing the student's problems, prospects, and progress with parents; by promoting general understanding of disadvantaged children among the faculty through conferences, workshops, and orientation sessions; and by preparing special curriculum materials.

Participating School Districts:

The 25 participating school districts during 1969-70 are listed on page 49.

Funding:

ABLE is funded on a matching basis by the State and local districts.

For information concerning Project ABLE, contact:

Elizabeth J. Ewell
Supervisor
Division of Pupil Personnel Services
State Education Department, Albany 12224

PROJECT STEP

Project STEP has two primary goals:

1. To assist potential dropouts to remain in high school until graduation; and

2. To provide those who do drop out with attitudes that will enable them to find satisfactory full-time employment.

The pupil personnel oriented work-study program for potential high school dropouts 16 years of age or older is partially supported by Department funds and Department direction for 5 years, after which the programs become fully locally supported.

In a STEP program, pupils meet daily with a teacher-coordinator for counseling and job placement. In addition, they attend other classes appropriate to their needs in the regular school program. One-half day is spent in a work program. When students are employed by public agencies, they are paid stipends out of school district STEP funds. When they are employed by private business, the employer pays the wages.

Participating School Districts:
The 34 school districts participating in Project STEP during 1967-68 are listed on page 49.

Funding:
The State Education Department matches, on a 50-50 basis, approved local expenditures for this program.

For information on STEP, contact:
Elizabeth J. Ewell
Supervisor
Division of Pupil Personnel Services
State Education Department, Albany 12224

PROJECT REENTRY

Project REENTRY is a summer counseling program for dropouts and potential dropouts 15 years of age and older. Begun in 1961 and continuing to date, the local programs receive funds and direction from the State Education Department.

Through programs like REENTRY and STEP, the Department, in cooperation with local school districts, can encourage and assist the potential or recent dropout to remain in or return to school. A secondary aim is to maintain the counselor-student relationship throughout the summer period and possibly longer.

Programs now in progress in various districts operate in this manner: the potential or recent dropout is identified in the spring. During the summer, the guidance department meets with the student and his parents, encouraging the student to complete his education and advising the parents of the obvious advantages of high school graduation. In the fall, counselors follow up individual cases, recommending practical academic programs.

Participating School Districts:

The 24 participating school districts are listed on page 50.

Funding:

Title V-A of the National Defense Education Act, and local contribution

For information about REENTRY, contact:

Harlow B. Hopkins
Associate
Bureau of Guidance
State Education Department, Albany 12224

PEP -- PROGRAMS TO EXCITE POTENTIAL

Project PEP is a summer enrichment program for 200 disadvantaged eighth and ninth grade pupils from the largest cities of New York State who will live for 6 weeks on the Skidmore College campus. The project includes activities in instrumental and vocal music, ethnic and modern dance, ballet instruction, dramatics, literature, science nature walks, fine arts and crafts, and a recreation program. Attendance at 6 student matinee performances of the New York City Ballet and the Philadelphia Orchestra at the Saratoga Performing Arts Center, as well as performances in other nearby cultural centers, is an important phase of the program. Project PEP seeks to arouse the children's interest in education by providing for their response to the universal language of the creative and performing arts in developing the will to participate and learn.

Funding:
Titles I and III, ESEA

For more information, contact:
Vivienne N. Anderson
Director
Division of the Humanities and the Arts
State Education Department, Albany 12224

PILOT OCCUPATIONAL EDUCATION SCHOOL WORK-EXPERIENCE PROGRAM FOR SECONDARY SCHOOL AGE MENTALLY RETARDED STUDENTS

A new 4-year pilot course of study in the secondary schools for educable mentally retarded students was initiated in September 1967. Designed to prepare the student to play a successful role in the world-of-work, each school year is a sequence of units.

Unit I serves as an orientation period during which the student learns to adjust to school surroundings, adapt to a structured situation, become familiar with the world-of-work, and gain competence in the basic skill subjects on a functional level.

Unit II includes a detailed directed job analysis section which enables the student to investigate job opportunities available to him and qualifications needed for employment.

Units III & IV center around an inschool work program in such school services as bookroom helper, custodian helper, audio-visual deliveryman, office messenger, cafeteria helper, and correlated classroom work in the practice of job interview techniques and completion of employment applications.

Unit V & VI include a half-day work experience in the community.

Participating School District:
Buffalo

Funding:
Amendments to the Vocational Education Act of 1963 (PL. 90-576)
Vocational Rehabilitation

For further information, contact:
Everett C. Lattimer
Director
Division of Occupational Education Supervision
State Education Department, Albany 12224

OCCUPATIONAL EDUCATION PROGRAMS FOR PERSONS WITH ENVIRONMENTAL AND HEALTH HANDICAPS

One of the purposes of the Amendments to the Vocational Education Act of 1963 is to provide occupational preparation for persons who have health, academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular occupational education program.

In order to meet effectively the unique problems of individuals with special needs, an integrated program consisting of the following components is desirable: occupational orientation, student evaluation and occupational assessment; counseling; health and referral services; work attitude and occupational preparation development; and related work in reading, numerical, and communications skills; job placement and followup. Each program is designed to meet local needs.

Applicable for out-of-school youth and adults in addition to inschool youth, programs for persons with special needs may lead to extended enrollment in any one occupational phase, enrollment in a regular occupational education program, or immediate employment.

Representative Participating School Districts:

- Albany
- Broome-Tioga BOCES
- Buffalo
- Cayuga BOCES
- Chemung-Tioga BOCES
- Columbia BOCES
- Cortland BOCES
- Dutchess BOCES
- Erie BOCES #1
- Freeport
- Genesee BOCES
- Hamilton-Fulton-Montgomery BOCES
- Hempstead
- Nassau VEEB (Now BOCES-operated)
- New York City
- Oceanside
- Oneida BOCES #1
- Rochester
- Rockland BOCES
- Steuben BOCES
- Syracuse
- Ulster BOCES
- Warren-Washington BOCES
- Westchester BOCES #1
- Westchester BOCES #2
- Yonkers

Funding:

Amendments to the Vocational Education Act of 1963 (PL 90-576)

For further information, contact:

Everett C. Lattimer
Director
Division of Occupational Education Supervision
State Education Department, Albany 12224

SUMMER OCCUPATIONAL EDUCATION PROGRAMS FOR UNOCCUPIED YOUTH

Annual, short-term occupational education programs began in the large cities during the summer of 1967 for youth identified as being without constructive interests. Potential high school drop-outs, unemployed out-of-school youth, seniors who had not as yet made an occupational choice, and high school students who lacked employable skills were eligible to participate in a variety of instructional programs designed to develop some elementary employable skills and to assess or reaffirm an occupational objective.

Participating City School Districts:

- Albany
- Buffalo
- New York
- Rochester
- Syracuse
- Yonkers

Funding:

Amendments to the Vocational Education Act of 1963 (P.L. 90-576)

For further information, contact:

Everett C. Lattimer
Director
Division of Occupational Education Supervision
State Education Department, Albany 12224

VOCATIONAL WORK STUDY

During the 1968-69 academic year, there was no Federal appropriation made to enable states to conduct the Vocational Work-Study Program authorized under the Vocational Education Act of 1968. Part H of the new amendments of the Vocational Education Act provides an authorization of $35,000,000 for the country for fiscal year 1970. If this amount or any portion of this amount is appropriated, it will be divided among the states based on the percentage of population aged 15 to 20 in each of the states.

When funds are appropriated, they are to be used to provide part-time employment for vocational students to assist them to commence, continue, or return to a full-time vocational education program.

As in the previous law, students attending vocational classes in public schools may work up to 15 hours per week in a fully tax supported agency and earn up to $45 per calendar month, of $350 per academic year. These earnings and time limitations do not apply during the summer months when the student is not in actual school attendance.

Funding:
Part H, Sections 181 through 184, of Public Law 90-576

For information on work-study, contact:
Everett C. Lattimer
Director
Division of Occupational Education Supervision
State Education Department, Albany 12224

HIGHER EDUCATION OPPORTUNITY PROGRAM

Higher Education Opportunity Program grants are available to colleges and universities for the establishment or expansion of programs for "economically and educationally disadvantaged" students. Specifically, projects are designed to raise the educational level of the target population, as defined by educational level, economic status, and social criteria, and consequently to assist in the broadening of occupational and professional opportunities for New York State young adults.

Ongoing evaluation procedures are employed to determine the efficacy of the many projects in New York State.

The Bureau maintains a roster of HEOP programs in public and private institutions. Guidelines are available for the development of collegiate programs; consultant services are provided by the Division of Higher Education and the Bureau of Special College Programs.

Funding:

Title V of the Elementary and Secondary Education Act of 1965
Article 130, Section 6451 of the New York State Education Law

For information on Higher Education Opportunity Programs, contact:

Donald M. Winkelman
Supervisor of Higher Education
Higher Education Opportunity Program
State Education Department, Albany 12224

COLLEGE COMMITTEE

The College Committee on Educational Opportunity was formed in 1964 as an advisory group to the State Education Department and the Association of Colleges and Universities of the State of New York with the sole purpose of expanding higher educational opportunities in New York State. The Committee reviews the progress made throughout the State in the area of educational opportunity and advises and makes recommendations to the State Education Department through the office of Higher Educati.. Opportunity Programs.

The Committee issues the Educational Opportunity Forum, surveys college admissions policies and educational opportunity programs, sponsors conferences, and offers consultative services to colleges and universities. In addition, the Committee's concerns include such areas as financial aid, guidance, counseling, skill development, and curriculum.

Avenues of entry for "disadvantaged" students into opportunity programs are maintained through continual contact with various ethnic and social agencies and organizations throughout the State.

Committee members served as consultants for the development of a master plan for higher educational opportunity programs in New York State.

Funding:
Title V of the Elementary and Secondary Education Act of 1965.

For information about the Committee and its services, contact:
Donald M. Winkelman
Supervisor of Higher Education
Higher Education Opportunity Program
State Education Department, Albany 12224

SCHOLAR INCENTIVE AID

Since 1965, a provision in the eligibility requirements for scholar incentive assistance has extended opportunities for higher education to disadvantaged students who are residents of New York State. Jointly administered by the State Education Department, Division of Higher Education, and the Regents Examination and Scholarship Center, the policy makes financial assistance available toward college education to disadvantaged students in those colleges which have special programs for the disadvantaged approved by the Division of Higher Education.

By virtue of recent legislative action, approved by the Governor, certain academic eligibility requirements for Scholar Incentive awards have been eliminated. A student now entering upon the first semester of undergraduate or graduate study will be considered academically qualified to receive assistance if admitted by the college or school as a matriculated student leading to an approved degree or diploma, or if he is a student in an approved educational opportunity program for the disadvantaged.

In addition to providing assistance for college programs, Scholar Incentive awards are now available to students in a hospital nursing program and to students in approved 2-year programs at a registered private business school.

Funding:
New York State Scholar Incentive Program

For further information, contact:
Walter G. Hannahs
Associate in Higher Education
Bureau of Special College Programs
State Education Department, Albany 12224

FOR

DISADVANTAGED

ADULTS

MANPOWER DEVELOPMENT AND TRAINING PROGRAMS

The Manpower Development and Training programs include: Federal Manpower Development and Training; State Manpower Development and Training; and Work Incentive. The programs consist of several types of projects: orientation and indoctrination; multi-occupational; specific vocational training with basic education; regular skill training; combined or coupled on-the-job and institutional; and individual referral for less than 10 persons in a training agency at one time.

These programs are for disadvantaged youth between the ages of 16-21 and adults 22 years and older. Labor market surveys and requests for training are prepared by the State Employment Service offices. The State Education Department identifies the training agency to conduct the program. In all three programs, these agencies may include Boards of Education, private schools, and community colleges. The Department provides consultative, administrative, and supervisory services.

While in training, manpower trainees receive training allowances provided by the State Employment Service. Counseling for trainees is provided by both the Employment Service and the training agency.

Participating School Districts in Multioccupational or Skill Training with Basic Education:

Albany	Nassau County	Syracuse
Binghamton	New York City	Utica
Buffalo	Rochester	White Plains

Many other school districts, private schools, and community colleges conduct programs other than the multioccupational types.

Funding:

The Manpower Development and Training Act pays 90 percent of the total cost of Federal Manpower Development and Training programs; 10 percent is State or local matching in cash or kind. Article 23A of the State Labor Law provides State funds for all types of State Manpower Development and Training programs which do not fall within the Federal Regulations. Title IV of the Social Security Act, as amended by Public Law 90-248, pays up to 80 percent of the total costs of the Work Incentive program; the remaining 20 percent is State or local matching in cash or kind.

For information on Manpower Development and Training projects, contact:

John M. Leslie
Director
Division of Special Occupational Services
State Education Department, Albany 12224

ADULT BASIC EDUCATION

The continuing education program, begun in 1965, is designed for adults over 16 years of age with less than an eighth-grade competency in reading, writing, and arithmetic. The State Education Department gives help and leadership to school districts so they may provide a maximum number of classes for undereducated adults.

The Department's goals in the program are:

1. to help undereducated adults develop basic education skills;

2. to help underskilled adults increase their chances for useful employment;

3. to help undereducated adults enhance their daily lives as parents and citizens.

In more than 40 local districts throughout New York State, undereducated adults meet 6 to 25 hours each week, day or evening, in groups averaging 15 students. The groups are usually organized into classes on four instructional levels, providing 200 hours of instruction at each level.

Participating School Districts:

The 44 school districts participating in this project are listed on page 50.

Funding:

Ninety percent funded under Title III of Public Law 89-750, an amendment to the Elementary and Secondary Education Act of 1966, with the State providing the remaining costs.

For information about a continuing education program in your district, contact:

Alfred Houghton
Chief, Bureau of Basic Continuing Education
State Education Department, Albany 12224

BASIC EDUCATION FOR WELFARE RECIPIENTS

Another continuing education program similar to the Basic Adult Education program is designed for adults with less than an eighth-grade competency in basic education skills who are public welfare recipients. The Department gives help and leadership to the local districts and local welfare officials in conducting a maximum number of classes for undereducated welfare adults.

The goals in this program are similar to the Adult Education Program but with two additional aims -- making the welfare adult escape dependency, and improving his competency as a citizen.

Certified public school teachers furnish 600 to 800 hours of instruction in a typical program. Classes averaging 15 students meet in day or evening sessions from 6 to 15 hours each week.

Participating School Districts:

The 17 local school districts participating in this project are listed on page 50.

Funding:

Federal and State funds are available through the Department of Social Welfare.

For information about Welfare Adult Programs, contact:

Alfred Houghton
Chief, Bureau of Basic Continuing Education
State Education Department, Albany 12224

BASIC ADULT EDUCATION CURRICULUM DEVELOPMENT

The Bureau of Continuing Education Curriculum Development is a relatively new unit of the State Education Department which works on numerous "breakthrough" projects directed toward adult students and out-of-school youth (16-21 years of age). Essentially, the projects involve new curriculum areas in the social living skills: practical government, health and nutrition, consumer education, and parent education and family life. Elementary skills in reading and arithmetic computation are also stressed.

The major objective of the new unit is to provide teachers with practical and concrete materials designed to build both skills and everyday working concepts in the older youth and adult population needing this specialized type of education.

One aspect of the project is the development of packets of materials for the teacher, including the following elements: lesson plan manual, student worksheets, filmstrips, flipcharts, and an inexpensive plastic recording disk which the students may take home for reinforcement and enrichment purposes within the family setting.

The Bureau has prepared a program in the teaching of English as a second language. Materials in this program include 20 filmstrips with accompanying tapes, a teacher's manual, and a specialized Spanish edition of the materials used in the Social Living Skills Program.

The Bureau has also produced course outlines for MDTA programs and an accompanying manual for use by guidance counselors in working with students in the MDTA programs.

These materials are being made available for use with Adult Education Programs throughout the State. The National Association of Public School Adult Educators has reviewed these materials and has reproduced many of them for national distribution.

Funding:

State and Federal funds, including Title I of the Elementary and Secondary Education Act and Title III of the Federal Adult Education Act.

For information, contact:

Herbert Bothamley
Chief, Bureau of Continuing Education Curriculum Development
State Education Department, Albany 12224

PARTICIPATING

SCHOOL

DISTRICTS

EXPERIMENTAL PREKINDERGARTEN PROGRAMS

DEMONSTRATION CENTERS

Canton and
SUNY College at Potsdam**
Great Neck**
New Rochelle**
Rochester**
South Kortright**
Suffolk BOCES #2**
Syracuse
and Syracuse University**

PREKINDERGARTEN PROGRAMS

Amsterdam
Bethlehem
Binghamton**
Brentwood**
Charlotte Valley
Elmont
Franklin
Freeport
Glen Cove
Gloversville
Hamburg
Hancock
Hempstead
Herricks
Hewlett-Woodmere
Ithaca
and Cornell University
Lawrence
Mamaroneck
Manhasset
Middletown
Mount Vernon
Newburgh
New York City
Ossining
Oyster Bay
Penn Yan
Port Jefferson
Port Washington
Poughkeepsie
Rockville Centre
Roosevelt
Roslyn
Schenectady
Southampton
Spring Valley
Troy**
Westbury
White Plains
Windsor
Wyandanch**
Yonkers and
Sarah Lawrence College**

**New Programs in 1968-69

Project ABLE

Akron
Amsterdam
Bellport
Brentwood
Goshen
Great Neck
Greenburgh
Ithaca
Jamestown
Kingston
Long Beach
Malone*
Middle Island
Mineola
Monroe-Woodbury
Newburgh
New York City
Rochester
Rome
Schenectady
Seaford
Setauket
Sherburne-Earlville
South New Berlin
Windsor

*1st year

Project STEP

Amsterdam
Colonie
Connetquot**
Fairport**
Glen Cove
Hudson
Huntington**
Jamesville-DeWitt**
Katonah-Lewisboro
Mineola
Newburgh
New York City
Niagara-Wheatfield
North Rockland**
North Tarrytown
Ossining**
Port Byron
Port Jervis**
Rome**
Roosevelt
Seaford
Smithtown
Syracuse
Three Village
(Setauket)**
Watertown
West Genesee
West Seneca
Westchester BOCES
Yonkers

**New Projects in 1969-70

Project REENTRY

Albany
Amsterdam
Auburn
Champlain
Chazy
Dannemora
Ellenburg
Freeport
Glen Cove
Holland Patent
Katonah-Lewisboro
Keeseville
Malone
Mooers
Mount Vernon
New Rochelle
New York City
Niagara Falls
Plainview
Portville
Schenectady
South Kortright
Watertown
Yonkers

ADULT BASIC EDUCATION

Albany
Amityville
Auburn
Brentwood
Buffalo
Centereach
Dunkirk
Elmira
Freeport
Geneva
Goshen
Great Neck
Hempstead #2
Hewlett-Woodmere
Kenmore
Kingston
Lawrence
Mamaroneck
Middle Island
Mount Vernon
Newburgh
New Rochelle
New York City
Niagara Falls
North Tonawanda
Nyack
Ossining
Peekskill
Port Chester
Port Washington
Poughkeepsie
Riverhead
Rochester
Roosevelt
Roslyn
Schenectady
Spring Valley
Syracuse
Tonawanda
Troy
Utica
Westbury
White Plains
Yonkers

BASIC EDUCATION FOR WELFARE RECIPIENTS

Albany
Amityville
Auburn
Brentwood
Buffalo
Long Beach
Massena
Middle Island
Mount Vernon
New York City
Niagara Falls
Patchogue
Rochester
Syracuse
Utica
White Plains
Yonkers

URBAN EDUCATION PROGRAMS

Albany
Amsterdam
Binghamton
Buffalo
Copiague
Elmira
Freeport
Fulton
Glen Cove
Hempstead
Jamestown
Lackawanna
Long Beach
Middletown
Mount Vernon
Newburgh
New Rochelle
New York City
Niagara Falls
Ossining
Port Chester
Poughkeepsie
Rochester
Rome
Sachem
Schenectady
Syracuse
Troy
Utica
Watertown
White Plains
Yonkers

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